

## OBJECTIVES

- Objective 1: SWBAT understand which types of jokes Americans think are funny and explain the reasons why
- Objective 2: SWBAT interpret the meanings of jokes with puns
- Objective 3: SWBAT use uncommon, useful vocabulary words
- Objective 5: SWBAT use and understand sarcastic jokes.
- Objective 6: SWBAT understand how and where to find a variety of sources of American comedy

## MATERIALS

- Cut-outs for the matching exercise: jokes and answers
- Handouts A – E
- Computer
- Projector
- Internet Access
- Laffy Taffy candies with riddles on the wrappers from Meijer



- 100 funniest words in English

<http://yubanet.com/oddnews/100-Funniest-Words-in-English.php>

- Classic American prank  
<http://www.youtube.com/watch?v=GJfo1t1W0C0&feature=related>

## **PROCEDURE**

### **Introduction**

- The teacher will start the class by asking the students if they like to laugh. Ask individual students, “What makes you laugh?” This will last about 1-2 minutes
- The teacher will explain to the students about the different types of ways to express comedy in America such as: jokes, sarcasm, riddles, pranks and puns

### **HANDOUT A: Introduction**

- The teacher passes out handout A and goes over each of the words with the class
- The teacher shows the class a classic American prank on YouTube.
- The teacher will write a preview of the lesson on the blackboard, listing each activity that will be conducted
- The teacher will introduce riddles and give an example of a common American riddle. Then the teacher will explain the double meaning of the word ‘wave’ and what makes the joke funny.

### **Warm Up / Ice Breaker**

- The teacher will pass out a piece of Laffy Taffy chewy candy to each student.
- The teacher will instruct the students to not open the candy now, just look at the riddles written on the wrapper.
- The teacher will tell the students to tell their riddles and answers to the students around them. The class will do this for about 1 minute.
- The teacher will ask some of the students to stand up and read their riddles and answers out loud to the class. Quiet students may be called on to ask their riddles.
- The teacher will explain the jokes and clarify any questions the students have about the riddles.

## **ACTIVITY 1            HANDOUT B: Riddles**

- The teacher tells the students that they will now do an activity which involves matching common riddles with the correct answers. Some students will get riddles and some will get answers. Every student should get one or the other.
- The teacher tells the students that the riddles are the same as listed in the handout.
- The teacher will instruct the students to get up and go around and try to match the riddles with the correct answers. This should take 2-3 minutes.
- The teacher tells the students to sit down with the person who has the corresponding riddle and answer and to discuss if the answer makes sense, and if they understand the pun of the riddle.
- The teacher will pass out a graphic organizer that lists all of the riddles with answer and meaning blanks.
- The teacher goes through each of the riddles and asks dyads of students to read the question out loud and to give their answer.
- If they cannot think of the answer or say the incorrect answer, the teacher will ask the other students in the class to try to answer.
- If no one answers correctly, the teacher will give the answer and instruct the students to remember to fill in the blanks with the correct answers.
- After the answer is filled in, the teacher will ask the students, “What is the pun?” and “Is it funny?” The teacher will call on volunteers or call on specific students who seem reluctant to talk. If no one can explain the meaning of the pun, the teacher will show his interpretation of why he thinks the pun of the riddle is funny.

- The teacher will repeat this process for all of the riddles on the handout.
- Once the handout is complete, the teacher will ask if the students have any questions about the vocabulary or meanings of the riddles.

## **ACTIVITY 2                      HANDOUT C: Funny Sounding Words**

- The teacher asks the students if they know any words in English that they think sound funny. The class can discuss the students' answers for 1-2 minutes.
- The teacher shows the students the website showing the list of the 100 funniest sounding words in English.
- The teacher gives handout C which lists the definitions of 8 funny sounding vocabulary words including adjectives, verbs, adverbs and nouns.
- The teacher will tell the students to stay in pairs and try to guess what the correct words are, according to the given example sentences. The teacher recommends that the students do this activity in pencil, in case they make a mistake. The class does this for 2-3 minutes.
- The teacher will give the correct answer if the answer given by the students is incorrect.
- The teacher will write the definition of each vocabulary word on the blackboard.

## **ACTIVITY 3                      Handout D: Sarcasm 101**

- The teacher will ask the class if they know what sarcasm is or being sarcastic. The teacher will call on students to answer and then the teacher will reinforce the answer by giving the definition and an example
- The teacher will pass out Handout E and explain that the class will be watching a video on youtube.com from the comedy show Saturday Night Live.

- The teacher tells the students to read over the directions first section and the teacher answers any questions the students might have
- The teacher plays the video for the first time
- The teacher gives the students 2-3 minutes to answer the questions. When they are finished the teacher will ask different students or the class as whole, what the answers are and tell them the correct answer if needed
- The teacher tells the students to look at the second section and read the directions. Then the teacher tells the students to get into pairs and fill in the blanks
- After about 1-2 minutes, the teacher asks the dyads for the answers and explains them if need be. Then the teacher gives any answers that the students could not answer
- The teacher tells the students to read the directions for section 3 and to read through the phrases
- The teacher plays the video for the second time
- The teacher tells the students to work in the same pairs and complete the activity. This should take about 1-2 minutes
- Again, the teacher will call on students, less talkative this time, to answer each of the questions. The teacher will ask the students why they chose one or the other and then the teacher will give the correct answers

#### **ACTIVITY 4                      Handout E: Making Sarcastic Remarks**

- The teacher asks the students if they use sarcasm in their L1 or if they use sarcasm in English
- The teacher passes out Handout E

- The teacher tells the students to read through the directions and then the teacher explains the activity
- The teacher tells the students to all ask the example question out loud in unison
- The teacher will answer the question while extremely overemphasizing the bolded words “I love” in the example sentence so that the students can get a clue to one of the common ways that sarcasm is expressed
- The teacher tells the students to get into pairs and to each choose a role, A or B then go through the exercises
- As the students do the exercises, the teacher walks around to give feedback and advice for expressing sarcasm
- When the students are finished, after about 2-3 minutes, the teacher will go through each of the exercises and choose students to answer using sarcasm to overemphasize the bolded words (or answers in the blanks)
- The teacher will ask if the students have any questions about the current activity or the whole lesson in general